

1

Making your point

AW 1.1 woman looking nervous giving a presentation at a council meeting surrounded by others in formal clothing looking at her expectantly.

■ Everyone has opinions. Sometimes you feel so strongly about something that you want to put our point of view across to others. Making a speech and writing a letter to a newspaper are two formal ways of encouraging others to hear what you have to say. You are going to be more effective if you present an argument using clear language and any techniques to help make your point.

What you will do

This unit is about learning how to plan, write and deliver powerful speeches and letters that will put your point of view across skilfully. The first part of the unit demonstrates how to plan and write a powerful speech. You will write a speech and learn how to deliver it effectively, using your group as your audience. In the second part, you will learn how some of the literary techniques of writing good speeches can be adapted to writing good letters.

These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill	Skill code
<input type="checkbox"/> Presenting your point of view in a speech	SLc/L2.1, 3, 4; SLd/L2.5
<input type="checkbox"/> Debating your point of view	SLd/L2.1, 2, 3, 4, 5; SLlr/L2.1, 4
<input type="checkbox"/> Listen for information	SLlr/L2.1

Reading and writing

Skill	Skill code
<input type="checkbox"/> Understanding and using rhetorical techniques	Rw/L2.3; Wt/L2.6
<input type="checkbox"/> Structuring an argument	Wt/L2.1, 3, 4, 6; Rt/L2.1, 3; Ws/L2.2
<input type="checkbox"/> Writing a formal letter	Wt/L2.2, 3, 4, 5, 6; Ww/L2.2
<input type="checkbox"/> Spelling strategies	Ww/L2.1

Project work

At the end of this unit, you will use effective speaking and writing techniques to make your point in a speech and in a formal letter.

Structuring an argument

Arif and Carol are students who need to use effective writing and speaking techniques to prepare a speech about a controversial issue.

Activity A • Writing and speaking

In the space below, list some of the issues that you feel strongly about or have felt strongly about in the past. Share your list with another person. Your list should not include anything that might hurt or offend others in the group.



Issues that I feel strongly about or have felt strongly about:

.....

.....

.....

.....

.....

Later in this unit you will choose an issue from your list and write a short speech about it. You will then present the information to your group.

Arif and Carol were asked to write a speech on their views about fox-hunting. They had to speak in response to the statement below.

‘Fox-hunting is an acceptable countryside custom.’

Prepare a speech that argues a case for or against this statement.

Activity B • Reading and writing

Arif and Carol were advised to make a plan for their speeches by:

Gathering ideas

- jotting down every idea that popped into their heads on the subject, including ideas that they didn’t agree with;
- deciding which three or four of their ideas would make the strongest argument.

Sorting ideas

- organising their ideas into clusters around similar points – it can help to give these a heading to show which main point is being made;
- putting to one side any ideas they disagreed with. (We will review later how a good speech or written argument can be strengthened by explaining what your opponents believe and knocking down their argument.)

Building up an argument

- finding information and statistics to support their argument;
- researching the opponents’ viewpoint.

Beginning to structure their argument

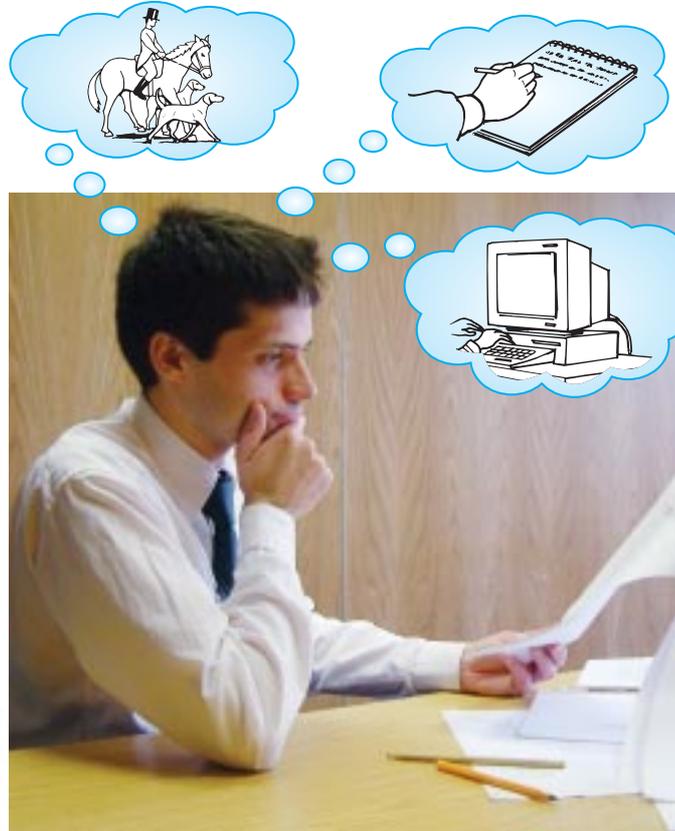
- changing each of their points into a topic sentence.

Before you read the plans Arif and Carol have made, work with a partner and follow the same planning advice to make a plan on the fox-hunting statement.

Don't worry if this subject doesn't inspire you – it's just an exercise to give you experience of planning.

Activity C ● Reading and speaking

Read Arif and Carol's idea plans. Arif decided to argue **against** fox-hunting whereas Carol chose to argue **for** the traditional sport.



Arif's idea plan

- Chasing a defenceless animal to its painful death and seeing it destroyed is as barbaric as cock fighting and badger baiting, yet these so-called sports are illegal.
- Fox-hunting may be a great British institution but racial segregation was once a great institution in some countries; not all traditions should be preserved.
- The majority of people in Britain are against fox-hunting so why should a minority be allowed to have their way?

Carol's idea plan

- Foxes need to be controlled, as they kill small farm animals, lambs, chickens, etc. Do we want them chemically poisoned?
- What's the difference between fox-hunting and slaughtering animals for food?
- Fox-hunting is a countryside sport. Should city dwellers be allowed to dictate?
- Fox-hunting is a very old tradition – centuries old – so we should try to maintain the tradition.

With another person, compare your ideas with Carol and Arif's.

Activity D • Reading and listening

After some time spent in planning their ideas, Arif and Carol were ready to begin writing their speeches. They started by:

- putting each of the points listed in their idea plans into a topic sentence;
- adding sentences to the topic sentence until the point was fully developed into paragraphs;
- following these two steps for each point they wished to make until they had a fully developed argument.

Expanding topic sentences

- A topic sentence is an opening sentence of a paragraph that introduces a new point.
Country people will be badly affected by a ban on hunting.
- A topic sentence should clearly outline the idea or point that is going to be made.
- A single statement or sentence can rarely make a point alone, no matter how brilliant the sentence is. It usually takes a few sentences to fully develop a point.

In this way, Carol and Arif produced first drafts for their speeches. Listen to the audio clip of Carol's speech. Use the audio script and the chart below to:

- select some of Carol's topic sentences;
- work out approximately how many sentences Carol has used, in addition to the topic sentence, to develop the topic sentence into a full point.

Carol's topic sentences	Number of sentences built around the topic sentence to make a full point.
Country people will be badly affected by a ban on hunting.	one

Activity E • Writing

You have heard Carol's speech about fox-hunting. You can now plan a speech on one of the issues that you wrote down for Activity A on page 2. Follow these steps:

- 1 Make a plan. You can use the plan in Activity B to help you.
- 2 Group your ideas into clusters of main points. Give headings to these, if it helps.
- 3 Turn each point in your plan into a topic sentence as illustrated in Activity D.
- 4 Turn each topic sentence into a point or argument by building it into a paragraph.
- 5 Put your points one after the other in a logical order.
- 6 Write a brief introduction that makes it clear what your speech will cover.
- 7 Write a brief conclusion to sum up your argument and end on a powerful note.

You have now written the first draft of your speech. Keep it safe. In the next section you will learn how to perfect and style it, making sure that it interests and engages your target audience. You will deliver the speech to your group or an audience of your choice.

Adding style and polish to your speech

Activity A • Reading

'Rhetoric' is the art of persuasive speaking or writing. Rhetorical devices are techniques used to make a more persuasive impression on an audience.

Most speeches are carefully planned beforehand. Some of the rhetorical devices used by Arif and Carol to improve their speeches are detailed below. You will use rhetorical devices in your speech later in this unit.

<AW LL20105A. A picture of a politician giving a public speech in the House of Commons>

Knocking down the opposition's argument to present your own

An effective technique to use in an argument is to **describe** or **explain** an argument that is the **opposite** to yours. You then need to **prove it wrong** with a **powerful counter-argument**. Exposing the flaws in an opposing argument can strengthen your argument. Some words and phrases to help you with this technique are provided later.

The rhetorical question

This is a question that the person asking the question is not expecting an answer to. Rhetorical questions are used as a way of appealing to your audience's emotions. For example, "**How much longer are we expected to put up with this?**" or "**Don't elderly people deserve a decent state pension?**"

Emotive language

Emotive language includes words and expressions aimed at appealing to the audience's emotions. The phrase '**meat is murder**' is a good example. Arif used the word '**barbaric**' in his plan. This is an emotive word used to make us feel uncivilised if we agree with fox-hunting.

Sarcasm, humour and irony

An audience will often enjoy a speech or text containing humour. A touch of sarcasm or irony to gently mock views that are opposite to your own can be appealing. Carol uses sarcasm in her plan when she suggests that people against fox-hunting might prefer the fox to be '**chemically poisoned**'. Such techniques are effective as long as the speaker or writer judges their effect on the audience correctly.

Irony and sarcasm

Irony and sarcasm are language devices used to express the opposite of what is meant, often by making the opposite point seem weak and insubstantial.

'Do foxes only come out if the uniform is worn?'

- **Irony** is generally gentle and humorous.
- **Sarcasm** is often used as a way of hurting someone. It tends to be used to mock or convey contempt. It usually takes a few sentences to fully develop a point.

Activity B • Listening and writing

After they had written their speeches, Arif and Carol used some rhetorical devices to add impact. Listen to Carol's speech again and write one example of each of the rhetorical devices listed in the table below. One example has been given for you.



The opposition's argument	
Rhetorical question	
Emotive language	
An example of humour, sarcasm or irony	Sarcasm – "... with chemical poisoning so that the fox population becomes mass-murdered ..."

Check your list with another person.

Activity C • Reading and listening

Listen to the audio clip of Arif's speech. Your teacher will give you a written version of Arif's speech. Use different colour highlighter pens to emphasise:

- words and expressions that strike you as being particularly emotive
- an example of humour
- an example of sarcasm or irony
- all the rhetorical questions
- a rhetorical question that works particularly well
- an example where the opposing point of view is used as a way of making his own case seem stronger by comparison.

Check your answers with another learner.

Using short phrases

Activity A • Reading and writing

The following phrases can help you introduce a point of view that you disagree with. Work in pairs to add further examples.

Some people say that ... Many believe that ... It is often thought that ...

One train of thought is ... Some may argue that ...

.....
.....

The following words and phrases allow you to express your own point of view.

However ... Nevertheless ... This may be true, but ... In spite of this ...

It is my opinion, however ... On the contrary, it is my belief ...

This argument does not convince me, because ... I disagree ...

- 1 Use some of these phrases to write topic sentences to convey your opinions about fox-hunting.

.....
.....

The following words and phrases can serve a variety of purposes in your argument.

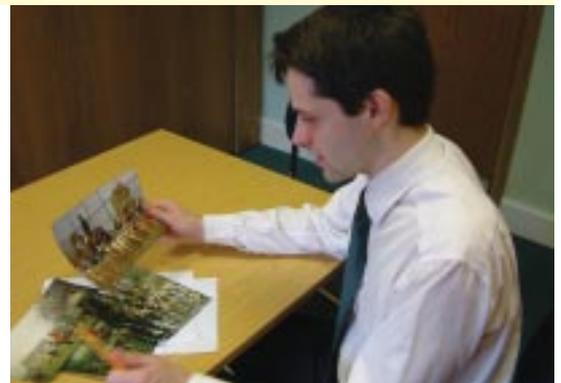
For this reason ... To sum up ... On the contrary ... Equally ...

In the first place ... On the other hand ... In spite of this ... Therefore ... However ...

By comparison ... Furthermore ... Alternatively ... As a result ... In fact ...

- 2 Examine Arif's speech and highlight any phrases that he uses for introducing the opponent's argument. Make a note of any link words he uses.

.....
.....
.....



- 3 Avoid the following expressions in your argument.

- It is a well-known fact ... (Just because you know something, doesn't necessarily make it well-known. Check that you are not using this expression just to boost your **opinion**.)
- Everyone knows that ... (Avoid generalising.)
- This is nonsense ... (Before you adopt a dismissive, arrogant tone, think carefully about how your audience will react to it. More often than not these comments lose an audience's sympathy.)

Activity B • Reading and writing

Active grammatical constructions give a more dramatic impact than passive constructions. For example, 'Children need rights!' will have a more immediate effect than saying 'Rights are needed by children'.

Carol and Arif had included the following passive sentences in their speeches. Change each passive sentence into an active sentence.

1 Fox-hunting is a way in which job opportunities are provided for people who live in the countryside.

.....

2 Foxes are hunted by people who have nothing better to do.

.....

3 Action on the subject of fox-hunting should be taken by the government once and for all.

.....



Activity C • Reading and writing

Return to the draft of your speech. Reread what you have written, editing it to give it more impact. Try to use some of the rhetorical devices discussed earlier in the unit.

The checklist below can help you to structure your speech and use suitable language. Read the questions in the left-hand column and use the column on the right to make notes.

Are the points in my speech fully developed? Is each one introduced by a topic sentence?	
Are my arguments clear and rational and presented in a logical sequence?	
Are my points expressed in a way that makes an emotive impact on the reader?	
Is my language lively and colourful enough to engage my reader?	
Have I expressed myself grammatically and accurately?	
Are there touches of humour, irony or sarcasm to entertain my listeners? Do these work?	
Have I demonstrated the weaknesses in the opposing argument to strengthen my own case?	
Does my speech use any rhetorical devices? Are these effective?	

Activity D • Writing

Using your notes from the previous activity, write a final polished version of your speech.

Presenting a speech

Activity A • Speaking and writing

You have written your speech. Now it is time to think about how you will deliver it.

A carefully prepared speech delivered by a speaker can sway an audience and bring them round to the speaker's point of view.

Here are five tips to help you become a better speaker.



1 Show your audience that you are aware of them by addressing them directly. Do this at the beginning of your speech – as you develop your argument – and at the end of the speech.

2 Make as much eye contact with the audience as you can. Use your facial expressions as appropriate: sometimes you might smile; other times you might look serious and firm.

3 Use a conversational tone and offer a personal touch to create a link with your audience. Try to make the listeners feel that you are addressing them individually.

4 Vary the pace of the speech and the nature of your delivery. You may speak more slowly in some parts than in others. Remember to pause for effect or use a soft or loud voice in key places. Use your voice in interesting ways, for example dramatically or humorously.

5 Choose a comfortable upright sitting or standing position, so that you look physically relaxed. Try to keep your arms and legs as still as possible. Keep your arms unfolded.

It is a good idea to plan all aspects of your speech on paper.

Copy your speech onto a large sheet of paper and give yourself wide margins on the left and right. Make suggestions about how you could deliver the speech, using the five points above. Write these suggestions in the margins, with lines and circles indicating how words should be spoken and where pauses should be made. Your teacher will give you an example.

As a group discuss one of the points below.

What body language could I use?	What body language have I seen used in speeches?
Think about facial expression.	What will help me to express my point?
Think about hand gestures.	What is unhelpful and off-putting?

Read through the remaining points, making detailed delivery notes on your speech.

Activity B • Speaking and listening

- When you have finished your delivery directions, practise your speech out loud alone. Deliver as much as possible without looking at your written speech, so that you can fully engage with your audience. Cue cards will help you remember the main points.
- When you know your speech well enough to take your eyes off the paper, practise it aloud with another person who can give you feedback on your delivery.



Activity C • Speaking and listening

- Your teacher will now arrange for your group to take it in turns to be speakers and listeners. Each speaker should have an opportunity to receive positive feedback from each listener.
- **Speakers** should make sure that they have prepared by addressing points 1–12 in Activity A.
- **Listeners** will listen carefully to each speech and will give the speaker positive feedback, focusing on what worked well. Your teacher will provide a checklist for your comments. Read through it carefully before any speakers begin.

Photocopy 2 Feedback sheet – speech evaluation

Name of speaker	Comments on speaker's strengths
Title of speech	
Did the speaker manage to address the audience, make eye contact with the audience and put across a personal touch?	
Was the delivery of the speech varied? Were different tones used, the voice raised or lowered and pauses used to get across certain ideas?	
Did the speaker put across some good points or arguments, including emotive language or rational argument?	
Did the speaker present the audience with some challenging ideas, directly or indirectly?	
Was the language used particularly effective in getting ideas across?	

Photocopy 3 Feedback sheet – speech evaluation

Questions	What I did well	How I could improve my speech
Did I engage well and communicate with my listeners?		
Did I vary my delivery sufficiently?		
Did I get a good argument or some good points across?		
Did I present my audience with some challenging ideas to think about?		
Did I use language in an interesting way?		

Activity D • Speaking and listening

Receiving constructive criticism

- After you have delivered your speech you should reflect on your own performance. Your teacher will provide you with a second feedback sheet for you to assess what you did well and consider how to improve on your performance.
- Work with your teacher to think about how the presentation could have been improved. If you can respond well to constructive feedback from your teacher and incorporate his or her ideas, it will help you to improve your speech.

Debating your argument

Activity A • Speaking and listening

In a debate or discussion the audience is often given the opportunity to debate your point of view after you have given your speech. Giving a speech and presenting your point of view does not necessarily mean that the audience will agree with you.

Your teacher will discuss each of the following skills, which form the basis of effective debate.

- Use rhetorical techniques you have learnt to plan your speech and support your point of view.
- Get your own ideas across. Make constructive points, picking up and developing other people's points of view. Introduce any new points while reminding people of your point of view.
- For a productive debate you need to listen carefully and be attentive and respectful of other people's opinions.
- Learn how and when to interrupt without appearing rude.
- Think quickly, so as to support your argument with supporting evidence.

1 Using your own speech, answer the questions below.

Question	Your suggestions
How would you take the other person's viewpoint and use it for your own argument?	
What appropriate words or phrase would you use to interrupt an opposing speaker?	
What evidence could you use to support your argument?	

2 As a group, discuss your answers and make a list of the most useful techniques for making a speech. Choose a speech from the group and divide into those for and against the issue. Hold a debate on this issue. Try to use all the techniques you have learnt in this unit.

Put it in writing

You have learnt to use a number of techniques to persuade your listeners to your point of view. You now have a chance to practise some of those techniques as well as learning new ones. You will be writing a letter to persuade the council to take action on a local issue.

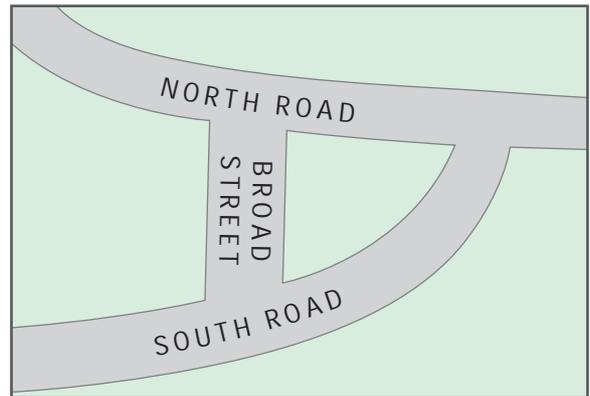
Activity A • Writing

Study the map on the right and imagine that you live in Broad Street.

You and some of your neighbours have been campaigning to install traffic-calming measures in Broad Street. Many motorists use this route as a quick way to get between North Road and South Road, two very busy main roads.

About six months ago, the council was considering putting speed ramps on the roads in response to your campaign. A few people in the street, however, complained about the effect of the wear and tear of the ramps on their cars, and the council decided to abandon the scheme.

Recently, a nine-year-old girl named Aisha was knocked down and now has broken arms and legs. For you, this is the last straw. You decide to revive the campaign by writing a letter to the leader of the council to persuade her to take action.



Planning your letter

The process of planning, presenting and writing an argument is similar to that of preparing a speech.

- Make a plan of all the ideas you have for the letter. Use any planning technique that works for you.
- Organise your main ideas into clusters and work out how many points there will be in your letter, just as you did when you prepared your speech.
- Write these idea clusters as topic sentences. Use each topic sentence to begin each planned paragraph.
- Consider the tone of the language you will use. You will need to adapt the way you write to fit your audience.

Activity B • Writing

Try to include some of the rhetorical devices that you have learnt about in your persuasive letter. The following examples use the Broad Street scenario to illustrate the different types of persuasive argument. You may find that not all of them are appropriate for all situations.

Different types of persuasive argument	Examples from the Broad Street situation
1 Reasoned argument	Traffic in Broad Street would be significantly reduced if Broad Street was made to seem less attractive to the drivers that use it to get from North Road to South Road.
2 Emotive argument	Poor Aisha is extremely ill in hospital. Surely you don't want any more young children to suffer like her?
3 Emotional guilt	Aisha's accident wouldn't have happened if your council had listened to us six months ago.
4 Flattery and praise	We have always considered you to be a very caring councillor and we know that you will do your best to make sure that accidents like Aisha's never happen again on Broad Street.
5 Exaggeration for effect	Aisha is critically ill and her bones will take a long time to heal. One thing is certain, she will be psychologically scarred for life.
6 Rhetorical question	Don't you think it's time to put the safety of children before concerns about the wear and tear on cars?

Using Broad Street as an example, write your own sentences to illustrate each of the persuasive techniques.

1 Reasoned argument

.....

2 Emotional argument

.....

3 Emotional guilt

.....

4 Flattery and praise

.....

5 Exaggeration for effect

.....

6 Rhetorical question

.....

Activity C • Writing

Leave Broad Street for the moment and look at the format of a letter. This letter needs to be written in a formal way because it is addressed to the council. A formal letter layout is demonstrated in the example on the right.

All formal letters require:

an introduction

a main body – each of the points you need to get across in your letter

a conclusion

Your teacher will provide you with a letter layout with tips on correct letter structure.

- 1 Practise putting your letter together, using the techniques from Activity B and the sample layout from Activity C.
- 2 Using the plan you made in Activity A and taking account of the ideas you have already explored in Activity B, write a first draft of your letter. Use the sample letter layout as a writing frame for a formal letter.

Photocopy 4 Formal letter layout

29 Broad Street [own address]
Sheffield
S2 2RP
21 Sept. 2003

Councillor Jean Brett [recipient's address]
Sheffield City Hall
S1 2PH

Dear Madam [formal title]

[This first paragraph is your introduction. It states your reason for writing and any essential background information to enable the reader to make sense of the letter.]

[This second paragraph should contain the first major point you wish to communicate to the reader. If the situation you are writing about is fairly simple you may only need to have one paragraph in the main body of your letter. With the Broad Street issue, you will probably have a minimum of two paragraphs in the main body.]

[This third paragraph is the second major point you wish to communicate to the reader.]

[By the time you reach this fourth paragraph, you should consider drawing your letter to a close. Make sure that you have said everything that needs to be said before you write your conclusion.]

[This last paragraph is your conclusion. This should outline the action you require or the outcome you wish to achieve e.g. I hope to hear from you in the near future.]

Yours faithfully [appropriate ending]

Mary Taylor

Activity D • Reading and writing

- 1 Read the letter aloud to hear how it sounds. Use the evaluation checklist provided by your teacher to check your draft against the questions.
- 2 Redraft your letter, taking into account any changes that are prompted by the questions on the checklist. Use a highlighter pen to indicate changes that you need to make. Cut up and reorder your paragraphs if necessary.
- 3 Write or type the final version.
- 4 Remember this is a formal letter. It is important to check all punctuation, spelling and grammar. Use the spell and grammar check facility on the computer.



Spelling

There are many strategies for learning how to spell. Here are some examples:

- using visual memory (visualising letter patterns and chunking in distinctive ways);
- auditory strategies (using sound to help you remember);
- kinaesthetic strategies (tracing patterns of words with fingers, either on the page or in the air and tapping out syllables);
- learning spelling rules.

Different strategies are useful for different types of word, as illustrated below.

Activity A

Re-read this unit and highlight ten words that you found difficult to spell.

- 1 Make a spelling record sheet with the headings given below.

Words to learn	Now	One day later	One week later	One month later
e.g. argument				

- 2 Read the information below. Complete the activities and practise each strategy. This should help you decide which spelling strategy works best for you for the words that you have chosen to learn.
- 3 Using the 'Look, Say, Cover, Write, Check' method explained below, practise each word over a period of time. Ask someone to test your accuracy one day later, one week later and one month later.
- 4 If you can spell these words a month later, they should remain in your long-term memory for life.

Activity B

It can be helpful to learn more about the history of a word (its etymology) to understand its composition and connection to other words.

For example, 'audience' comes from the Latin word 'audire', which means 'to hear'. This is helpful when considering the meanings and spellings of other words containing 'aud-', such as 'audio' and 'audition'.

Using a dictionary of word origins, complete the following tasks.

- 1 Look up the word 'language'. Where does it come from? What other words are connected to it?
- 2 Find the connection between the words 'visa', 'visit' and 'view'.
- 3 Look up the words on your spelling list. Are they connected to other useful words that might help you remember the spelling?



Activity C

Some words are so unusual it helps to exaggerate the part of the word that is difficult to say.

For example: for 'language' say lang u age

for 'government' say gov ern ment

In pairs, discuss other words that you have learnt using this strategy.

Date: Wednesday

February 28th

Activity D

A mnemonic is a rhyme or phrase that works as a memory aid, e.g. a mnemonic for 'because' could be:



big **e**lephants **c**an **a**lways **u**se **s**maller **e**ars

You will learn more easily if you make up a sentence yourself. If it makes sense on its own or is so funny you can easily remember it. Think of a mnemonic for a word that you find difficult to spell.

Activity E

Some learners use rules to help their spellings, for example 'i' before 'e' except after 'c' when the sound is 'ee'. For example:

believe view piece

but receieve receipt

Try all these strategies to see which you prefer. Don't forget to go back to the first activity and learn your ten selected words using suitable spelling strategies.

Activity F

'Look, Say, Cover, Write, Check' is a good multi-sensory strategy for putting words into your long-term memory.

Write the word in 'chunks' to help you remember it.

Look carefully at the word and visualise it.

Say the word in the way you want to remember it.

Emphasise the 'ch' and 'qu' as you sound out the letters.

Cover the word.

Write the word, saying the 'chunks' as you write.

Check the word letter by letter against the original.

Emphasise the 'ch'
as in **ch**lorine **tech**nique

Emphasise the 'qu' at the end
of the word **tech** **ni** **que**

If you misspell the word, cross it out, write it correctly and try again. Ask your teacher to check whether you can spell your words correctly after a week.

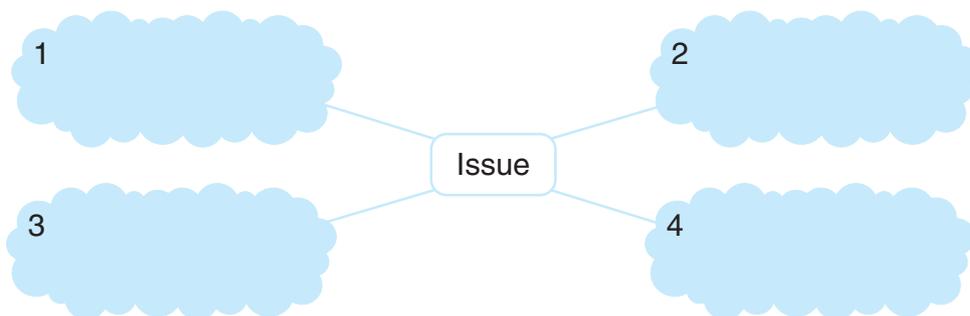


Integrated skills

As a whole group, discuss a selection of local issues.

Produce a list of your different concerns and decide which issue you would like to use for your speech. The issue needs to be one that provokes different opinions and points of view so that each small group can make a speech for and against the issue.

Once the issue has been decided, consider all the different opinions that could be raised. You could write them up as a 'mind map' like the one below.



Work in small groups (three or four people per group) and decide which side each group is going to argue. You will need to research your topic.

- The local library will have information about changes affecting your community and area.
- Local newspapers and magazines will contain articles about important issues. They will publish letters from the public expressing different points of view.
- You may find locally focused websites containing views and information or maybe even websites run by campaign groups.
- Asking other learners, friends or neighbours may give you more ideas and views for your speech.
- Attend public council meetings or a councillor's 'surgery' (where questions and concerns from the public are answered) to pose your questions and listen to more opinions.

Researched information must be shared with other groups so that the opposition has time to prepare a counter-argument. Agree a date for all research to be completed.

You need to prepare a speech in the way that you have learnt. Remember to **structure** your work effectively, include **emotive language** and think about your **delivery** (posture, gestures, tone of voice, etc.). Make cue cards with a summary of the key points.

When you are prepared, make your speech. Listen carefully to each other's speeches and take note of any particular points you may want to pick up on later. It is a formal, respectful debate and you need to reach an agreement about what action you would take on your issue.



Check it

Write for impact

- 1 Read the letter that was sent to the local paper. Highlight any emotive words.
- 2 Use the skills and techniques you have learnt in this unit to change the letter to give it more impact. Rewrite your new version of the letter on a separate sheet of paper.

Plan a formal letter

Imagine you are writing to a local paper about an environmental problem (real or imaginary) in or near your area. Such problems would include rubbish dumped in the wrong place, litter outside a shopping area, dog mess, unsafe building works or derelict houses, broken pavements, steep kerbs, autumn leaves that clog the street or blocked street drains.

Plan the letter you would write to persuade the newspaper readers to support you. Check you have included supporting evidence, structured your argument and used suitable emotive language. Write the final version neatly using a newspaper format or a computer if available.

Plan and deliver a speech

You have been given the opportunity to present your case at a local council meeting.

- Plan the argument that you are going to present.
- Include supporting evidence to prove your case.
- Check that you have used powerful vocabulary and emotive language.
- Make cue cards to help present your argument powerfully and persuasively.
- Think about your tone of voice, body language and eye contact before practising your presentation.

When you are ready, your teacher will ask the other learners to listen to your presentation. Ask for feedback on how persuasive you were.

Dear Postbag,

Last Monday I was strolling down the bank of my local river when I was astounded to see it had turned pink! I couldn't make out what was going on, so I went home.

The next day I went back at around the same time and this time the river turned blue. I was still puzzled, so I asked a passing cyclist whether he'd noticed. He said that it was the paper factory getting rid of its waste products and that it happened every day around the same time. He pointed out the dead fish floating on the water.

I am sure this cannot be allowed. Can anyone suggest what can be done?

Yours sincerely,

P. Taylor



Review

Look back at the skills listed on page 1 and then complete the sentences below.

I am confident with

.....

I need more practice with

.....

Date



Page 4 Activity D

Carol's topic sentences	Number of sentences built around the topic sentence to make a full point.
Country people are the ones who will be badly affected by a ban on hunting.	two
When humans began to farm domestic animals, the fox became an enemy.	three
So why has fox hunting become such an emotive issue?	two
As you may be aware, fox-hunting is under serious attack in Great Britain.	six
Hunting is an old established countryside tradition.	two
For the last few years, the issue of fox-hunting has been debated far and wide.	three

Page 6 Activity B

One example of each:

The opposition's argument	But, if foxes have to be controlled, what does it matter if some people actually enjoy the chase?
Rhetorical question	So why has fox hunting become such an emotive issue?
Emotive language	... the fox was simply a predator, vermin, like the rat, ...
An example of humour, sarcasm or irony	Sarcasm – 'But, given that foxes have to be controlled, how would we want it done? With chemical poisoning so that the fox population becomes mass-murdered....'

Activity C

... gruesome pictures of a fox's bloody body, its head torn off by a pack of hounds ...

... to rip off a creature's head or chase it until its heart almost bursts

(Emotive words and expressions)

What about the cost of all that red hunting gear?

Do the foxes only come out if the uniform is worn?

(Humour)

I wonder what kind of people can enjoy chasing a small animal in this way: presumably those who call it a 'sport'.

(Sarcasm or irony)

... how can fox hunting be tolerated in a civilised society?

How can someone say it's not cruel to rip off a creature's head or chase it until its heart almost bursts?

How can twenty people on horses and ten dogs against a small animal be called a sport?

Isn't this a pretty expensive way of controlling foxes?

What about the cost of all that red hunting gear?

Do the foxes only come out if the uniform is worn?

Slavery and racial segregation was once somebody's great institution but did that make it right?

Why is this different?

(Rhetorical questions)



I suppose this is the aristocracy keeping up a great British tradition. But, wait a minute! Slavery and racial segregation was once somebody's great institution but did that make it right?

(Using an opposing point of view to strengthen the argument)

Page 7

Phrases for introducing the opponent's argument:

There are, of course, those who say ...

I wonder what kind of people... presumably those who ...

Of course the other excuse people offer... Isn't this... What about ...

I suppose... But wait a minute!

... but ...

Page 8 Activity E

Fox-hunting provides job opportunities for people who live in the countryside.

People who have nothing better to do hunt foxes.

The government should take action on the subject of fox hunting once and for all.

Page 16 Activity C

Language – originally from the Latin 'lingua' meaning **language** or **tongue**

Connected words – **linguist, linguistics, lingo**

The words **visa, visit** and **view** are connected by their Latin origin ('videre' – to see)

Activity E

Some rules for making words plural include:

Change a 'y' to 'i' and add 'es' unless there is a vowel before the 'y'.

Words ending in 'f' or 'fe' often change to 'ves' (there are exceptions).

Words ending in 's' add 'es'.

Page 18 Write for impact

Examples of emotive words or phrases:

astounded

turned pink

the river turned blue

dead fish floating on the water



Audio scripts

Page 4 Activity D Audio script 1

Ladies and gentlemen, thousands of years ago, mankind survived by hunting and gathering berries, nuts and fruits. When humans began to farm domestic animals, the fox became an enemy. In those days we were not sentimental about fox-hunting; the fox was simply a predator, vermin, like a rat, to be controlled. To farmers and smallholding country folk, the fox is still a menace and that is why I have little sympathy for the statement that says that fox-hunting should be outlawed.

Every farmer knows that foxes kill lambs, chickens, ducks and so on. So why has fox-hunting become such an emotive issue? Because, I think, it is grossly misunderstood by those who live in towns and cities who have no understanding of country life and who can afford the luxury of viewing foxes as cute little furry animals who need protection.

As you may be aware, fox-hunting is under serious attack in Great Britain. There has been a lot of misinformation spread by those who seek to ban it. It's now fashionable to take up the cause of the fox on the grounds that fox-hunting is cruel. But, given that foxes have to be controlled, how would we want it done? With chemical poisoning so that the fox population becomes mass-murdered; wiped out rather than controlled? I think most people object because fox-hunting is enjoyed as a traditional sport by some country people. But, if foxes have to be controlled, what does it matter if some people actually enjoy the chase?

Hunting is an old-established countryside tradition. In the last few centuries most of Britain's countryside and rural customs and traditions have been lost. This traditional method of fox control, through sport, has been very successful, since foxes are not an endangered species.

For the last few years, the issue of fox-hunting has been debated far and wide. The invited experts have investigated issues including how effective hunting with dogs is in controlling the species hunted – particularly fox, deer, hare and mink. Experts have considered the comparative suffering caused by hunting with dogs, alternative means of control and management, and the potential effect on people involved in pest control and related work. Among the conclusions of the Committee of Inquiry into Hunting with Dogs in England and Wales was that fox-hunting was a method that caused the least

suffering and was most effective in controlling the quarry species.

Country people will be badly affected by a ban on hunting. The high-minded principles of sentimental animal lovers would affect the livelihoods of those involved in pest control, e.g. gamekeepers. For their sakes, leave fox-hunting alone.

Page 6 Activity C Audio script 2

Ladies and gentlemen, I ask you, how can fox-hunting be tolerated in a civilised society?

I became appalled by fox-hunting when I walked down our city's main shopping centre and saw a group of 'Ban the Hunt' supporters with gruesome pictures of a fox's bloody body, its head torn off by a pack of hounds. There are, of course, those who say that fox-hunting is not cruel. How can someone say it's not cruel to rip off a creature's head or chase it until its heart almost bursts?

I wonder what kind of people can enjoy chasing a small animal in this way? Presumably, those who call it a 'sport'. To my mind, a sport is some kind of physical challenge or a match fought between equals. How can twenty people on horses and ten dogs against a small animal be called a sport? Of course, the other excuse people offer for fox-hunting is that the numbers of foxes have to be kept down. Isn't this a pretty expensive way of controlling foxes? What about the cost of all that red hunting gear? Do the foxes only come out if the uniform is worn? This is not about sport or keeping the fox population under control – it's about sadistic pleasure.

I suppose this is the aristocracy keeping up a great British tradition. But, wait a minute! Slavery and racial segregation were once somebody's great institutions but did that make them right?

What I fail to understand is why this blood sport is still legal. Cock fighting, dog fighting, badger baiting have all been banned. Why is this different? It's time that the government recognised that 'the people' they keep referring to want fox-hunting outlawed.